

Unit # 1 Title: Moving On...Transitioning to High School

Lesson Title: Options and Extras!!! Learn All About It!

Lesson: 2 of 2

Grade Level: 8

Length of Lesson: 50 minutes

Missouri Comprehensive School Counseling Standard Big Idea:

AD.5 Applying the Skills of Transitioning Between Educational Levels

Grade Level Expectation (GLE):

AD.5.A.08: Identify the information and skills necessary to transition to high school.

American School Counselor Association (ASCA) Mindsets and Behaviors:

Academic Development

Materials (include activity sheets and/ or supporting resources)

Students will bring the following materials that were distributed in lesson one:

District high school level course description book

High school graduation requirements

Extracurricular offerings

Sample completed *Personal Plan of Study (Four Year Plan)*. for all post-secondary options

Core/Elective Activity Sheet

Checklist/Short Answer Questionnaire

Questions about High School Activity Sheet

Student questions from previous lesson

Show Me Standards: Performance Goals (check one or more that apply and identify relevant process standards)

X	Goal 1: Gather, analyze and apply information and ideas 6. Discover and evaluate patterns and relationships in information, ideas and structures 8. Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation
	Goal 2: Communicate effectively within and beyond the classroom
	Goal 3: Recognize and solve problems
X	Goal 4: Make decisions and act as responsible members of society 5. Develop, monitor and revise plans of action to meet deadlines and accomplish goals 8. Explore, prepare for and seek educational and job opportunities

This lesson supports the development of skills in the following academic content areas.

Academic Content Area(s)

Specific Skill(s)

X	Communication Arts	Participating in formal and informal presentation and discussion of issues and ideas.
	Mathematics	

Missouri Comprehensive School Counseling Programs:

Linking School Success to Life Success

To ensure that the work of educators participating in this project will be available for the use of schools, the Department of Elementary and Secondary Education grants permission for the use of this material for non-commercial purposes only.

	Social Studies	
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

X	Perseverance		Integrity		Problem Solving
	Courage		Compassion		Tolerance
X	Respect	X	Goal Setting		

Lesson Measurable Learning Objectives:

The student will confirm their understanding of graduation requirements, credit, core classes, and electives, and GPA by completing the *Moving On* checklist.

The student will list five extra-curricular activities they are interested in.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLE.

Assessment can be question answer, performance activity, etc.

Self-assessment using *Checklist/Short Answer Questionnaire*

Lesson Preparation

Essential Questions: What is the process of transitioning and why is it important?

Engagement (Hook): Use a variation of the hook from lesson #1 (e.g., recording of *Pomp and Circumstance*, diploma, photos of graduates throwing hat in the air).

Procedures

Instructor Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:
<ol style="list-style-type: none"> 1. The counselor will review information from the previous lesson. Review peer sharing about what students learned and what they still wanted to know. The counselor will address questions (written on index cards) that arose in the previous lesson by answering specific questions or referencing the questions when new material is presented in this lesson. 2. The counselor will have students open the course description book and discuss the differences such as core and elective credits, fine arts and practical arts. . 	<ol style="list-style-type: none"> 1. Students will ask questions that arose during peer discussion. 2. Students will use the <i>Core/Elective Activity Sheet</i> to identify courses required of all students and elective courses related to a current career goal.

<p>3. The counselor will introduce extra-curricular activities and how they support academics. Relate credits, grade point average, and participation in extra-curricular activities to total success (i.e. all work and no play makes Jack a dull boy.).</p> <p>4. The counselor will distribute the <i>Moving On.....Transitioning to the High School Checklist</i>. The counselor will collect the Checklists upon completion, and review each one before meeting individually with students to develop and/or finalize each student's <i>Personal Plan of Study</i>. Counselor will address additional questions during the individual meeting.</p>	<p>3. Participate in discussion and ask questions as needed.</p> <p>4. Student will complete the worksheet <i>Moving On.... Transitioning to the High School Checklist</i>. And turn it in to the counselor. Students will make appointments with the school counselor to develop and/or finalize his/her <i>Personal Plan of Study</i>. Between the end of lesson 2 and the appointment with the counselor, the student will begin the development of his/her <i>Personal Plan of Study</i>. Ideally, the students will involve his/her parents in this process.</p>
---	---

Teacher Follow-Up Activities

Review the information discovered during classroom school counseling lesson with the classroom teacher.

Optional Follow Up Activity: Counselor will either meet with parents individually or as a group to discuss the student's *Personal Plan of Study*.

Counselor reflection notes (completed after the lesson)

Name: _____

Date: _____

Core or Elective?

Core Courses (required of all students)

Elective Courses (related to current career goals)

Academic Area	Course Title	Academic Area	Course Title

Name: _____

Date: _____

Moving On...Transitioning to the High School

Checklist

Read each statement below and mark the appropriate column.

1 = Yes

2 = No

3 = I need more information

Statements	YES	NO	Need Info
1. I know how many credits are required for graduation from high school.	1	2	3
2. I know what a credit is.	1	2	3
3. I know the difference between a core class and an elective class.	1	2	3
4. I know what a grade point average is.	1	2	3

List 5 extracurricular activities that are offered at the high school. Mark with asterisk (*) the activities of interest.

Name: _____

Date: _____

Questions About High School

List questions you have about High School:

[illegible]